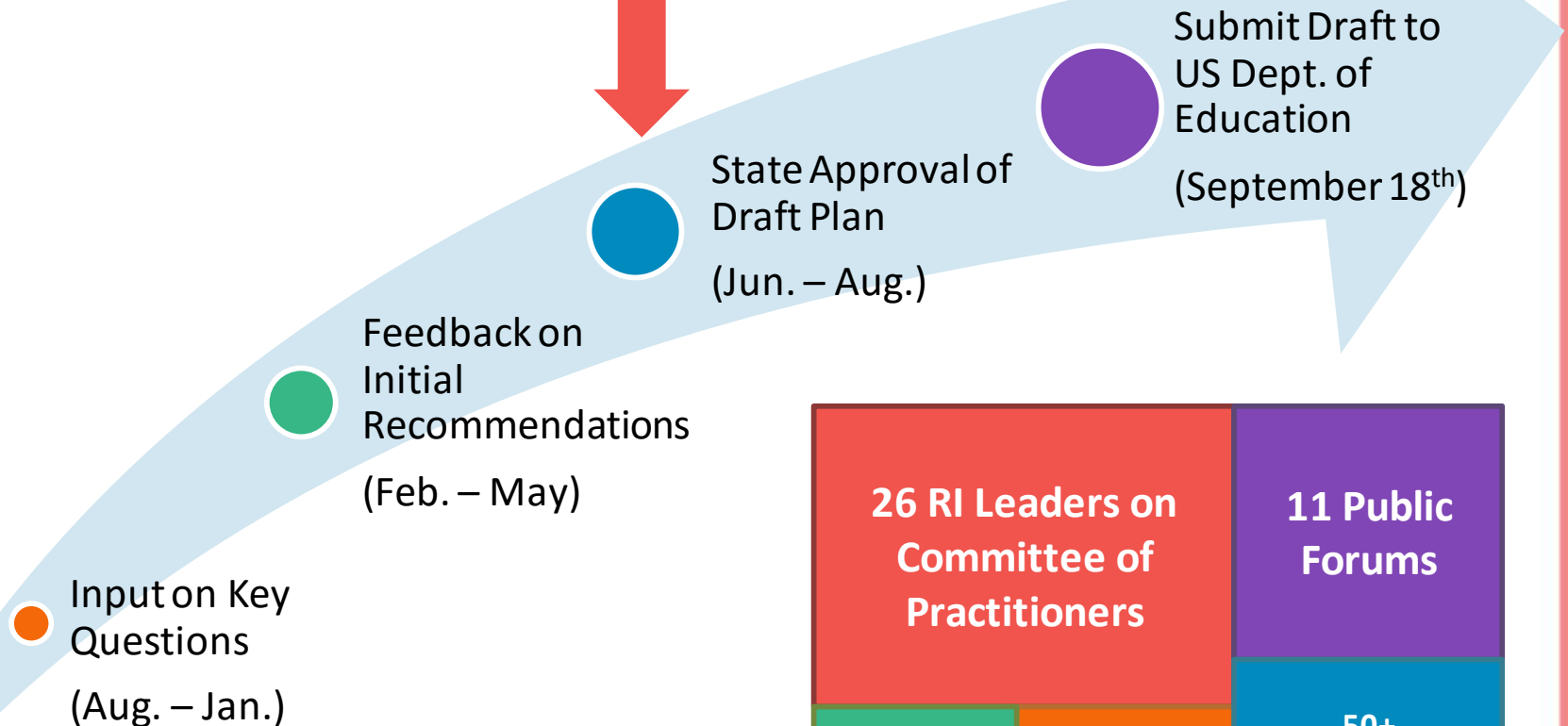# The Every Student Succeeds Act: Updates to Rhode Island's ESSA State Plan

ESSA@ride.ri.gov
www.ride.ri.gov/ESSA

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ESSA State Planning Process

We are here.

Submit Draft to US Dept. of Education

(September 18th)

State Approval of Draft Plan

(Jun. – Aug.)

Feedback on Initial Recommendations

(Feb. – May)

Input on Key Questions

(Aug. – Jan.)

26 RI Leaders on Committee of Practitioners	11 Public Forums
2 Public Surveys / 35+ Feedback Meetings	50+ Stakeholder Groups

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Public Engagement Process

- Ensure every voice is heard as we create our ESSA state plan

- Since August 2016, engaged with Rhode Island communities through:
  - 2 public input and feedback surveys
  - 35+ feedback and 50+ stakeholder group meetings
  - 11 public forums, and
  - Rhode Island Leaders on the ESSA Committee of Practitioners

- Latest round of public engagement through the Public Comment Period from June 1-30 on entire draft of Rhode Island's ESSA State Plan
  - USED does not require ESSA state plans to undergo public comment
  - Over 30 individuals or organizations submitted feedback
  - Comments received via survey, email, or letter
  - Feedback informs plan clarifications as well as implementation guidance

- State plan sections, this presentation, and public comment document all posted online at www.ride.ri.gov/ESSA

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Public Comment Feedback Statistics

Total Submissions*:

- Letters or emails from individuals or organizations: 9
- Survey sections (counts in parentheses; some individuals/organizations responded to multiple survey sections):
  - *Title I, Part A … (26)*
  - *Title I, Part C … (0)*
  - *Title I, Part D … (2)*
  - *Title II, Part A … (2)*
  - *Title III, Part A, Subpart 1 … (4)*
  - *Title IV, Part A … (3)*
  - *Title IV, Part B … (2)*
  - *Title V, Part B, Subpart 2 … (0)*
  - *Title VII, Subtitle B … (0)*
  - *Appendix A … (0)*

Feedback Analysis:

- Feedback submissions that referred to several topics in a single submission were separated into individual topic-specific comments and coded accordingly
- There were more topic-specific comments than total feedback submissions
- Analysis of submissions:
  - 48 feedback submissions
  - 147 topic-specific comments
  - 45 category codes

Title I, Part A

Category Code	# of comments	Category Code	# of comments
Long-term Goals	16	Culture/Climate	2
Classification	11	General	2
Foster Students	9	High School Growth	2
School Improvement	9	Student Growth	2
Assessments in Other Languages	8	BEP	1
Report Cards	7	Charter	1
English Learners	6	Data Collection	1
Academic Proficiency Index	5	DCYF MOU	1
Chronic Absence	5	Early Warning System	1
Indicators	5	Innovation Grants	1
Student Suspension	5	RIDE Support for Schools	1
Community Advisory Boards	4	Social Emotional Learning	1
English Language Proficiency	4	Student Transitions	1
Graduation Rate	4	Teacher Preparation	1
Assessments	3	Teacher Recruitment	1

Title I, Part D

Category Code	# of comments
Juvenile Justice Reports	3
DCYF MOU	1
Homeless Program Section	1
Prevention Programs	1

Title II, Part A

Category Code	# of comments
RIDE Support for Schools	1
Certification	1
Professional Development	1
Professional Development Funding	1

Title III, Part A, Subpart 1

Category Code	# of comments
English Learners	3
EL Enrollment	1
EL Entrance Criteria	1
EL Exit Criteria	1

Title IV, Part A

Category Code	# of comments
Allowable Activities Title IV(A)	3

Title IV, Part B

Category Code	# of comments
21st CCLCs	2
21st CCLC Evaluation	1
Use of Funds	1

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Feedback Review

- Comments reviewed by program leads
- Each comment classified as one of four types:
  - <u>Clarification in Plan</u> (17 out of 147): clarification or revision was made to the state plan draft in response to the comment
  - <u>Add to Companion Guide</u> (4 out of 147): clarification was more appropriate to be made to the companion guide than the state plan
  - <u>Implementation Guidance</u> (66 out of 147): complexity of the topic is better addressed in implementation guidance upon ESSA State Plan approval by USED
  - <u>Comment</u> (60 out of 147): considered when reviewing the plan, but no action taken

Examples of Feedback

- Clarification in Plan:
  - *Example:*
  "...I would like to suggest that the Community Advisory Boards also include students at the high school level (there are a variety of community organizations in RI that support student voice and could assist in this area)…"
  - *Resolution:*
  This is a comment that resulted in a direct edit to the plan: students were added in the plan to the types of representatives that may be included on the Community Advisory Boards.

- Clarification in Plan:
  - *Example:*
  "In regards to the new school classification star rating (ESEA section 1111(c)(4)(C)), I would love to see the incorporation of student feedback from the SurveyWorks student survey on school climate and student / teacher relations factored into a schools rating..."
  - *Resolution:*
  It compromises the intent of SurveyWorks to use it for accountability. We have adjusted the language in the plan to state that the overall report card will have additional school climate and other indicators (including SurveyWorks data) which should be used to drive change just as strongly as the accountability indicators.

- Add to Companion Guide:
  - *Example:*
  "Graduation (p.9-10) – We do not find language about 5 or 6-year graduation rates until later in the metric section. Should it also be mentioned here? The Appendix A charts are based on a 4-year rate. The language appears incongruent."
  - *Resolution:*
  ESSA requires that states set a 4-year graduation rate long-term goal in their state plans. The addition of 5-year and 6-year graduation rate goals (95%) are more appropriately included in the Companion Guide.

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Examples of Feedback

- Implementation Guidance:
  - *Example:*
  "DLM assessments: parents will need clarification"

  - *Resolution:*
  The DLM assessment was mentioned in the state plan. After state plan approval by USED, RIDE will provide guidance and resources to support implementation of this particular element of the plan.

- Implementation Guidance:
  - *Example:*
  "We were very pleased to see a plan to include a "broader range of measures" on state, district, and school report cards. However, we were disappointed that the design and list of indicators to appear on report cards has not yet been publicly released and is not in this draft plan. We strongly support the plan to include performance data for students experiencing homelessness, students in foster care, students in the juvenile justice system, and military-dependent students on report cards and hope that such data will include not just results of achievement tests but also chronic absence, suspension, and high school graduation rates."

  - *Resolution:*
  All of the federally required elements will be on the first iteration of the report cards. Additional enhancements and indicators will be announced prior to future releases.

- Comment:
  - *Example:*
  "I appreciate the School Improvement Resource Hub as well as the flexibility that LEA's have in selecting their Community Advisory Boards."

  - *Resolution:*
  This comment represents an individual's level of satisfaction with an element of the state plan.

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Examples of Feedback

- Comment:
  - *Example:*
    "The 95% participation threshold is high for a test of this nature and at the high school level."
  - *Resolution:*
    Although the 95% participation rate is not popular, the 95% participation threshold is set by Federal law and cannot be changed.

- Comment:
  - *Example:*
    "adjust star rating system to reduce reliance on tests"
  - *Resolution:*
    Several voiced dissatisfaction with the use of assessment data for classifications. However, the data used for the accountability system needs to meet certain standards for quality, reliability, and validity. At this point, assessments are one of the few sources we have for that type of high quality, reliable, and valid data. As additional data are collected that meet these standards, there may be the possibility to incorporate them into the accountability system.

- Comment:
  - *Example:*
    "I do not see a clear path to reimagining schooling."
  - *Resolution:*
    This ESSA State Plan is a high-level document that sets forth overall goals as required by Federal law. The Companion Guide provides a stronger narrative and strategic background for many of the decisions and goals we have made as a state. Reimagining schooling is will happen as a result of local decisions made by LEAs, schools, teachers, students, parents, and other stakeholders in alignment with these overall goals.

Next Steps

- Governor Raimondo reviews Rhode Island's ESSA State Plan:
  August 1-30

- Final version submitted to USED:
  September 18, 2017

- End of USED review period:
  January 18, 2017

Rhode Island's ESSA State Plan
will be in effect for the 2017-18 school year,
pending final approval by USED

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Unified Approach to Statewide Education

Legislation Sponsor: Representative Greg Amore

Background

About the Report :

In 2016, the Rhode Island General Assembly passed H8308, An Act Relating to Education – The Rhode Island Board of Education Act. This act, codified as R.I. Gen Laws § 16-97-9, required a comprehensive study of a unified approach to statewide education.

This report must enumerate those recommendations in the following domains:
- Curriculum frameworks for the core subjects;
- School-based management models;
- Professional development plans for educators; and,
- Equal opportunity to succeed for all students.

The study also asks the Board of Education to examine the alignment between curriculum at the elementary and secondary level and the goals and objectives of the state's colleges and universities.

Strategy 1

Consistent Curriculum in ELA and Math

Action	Timeline	Partners
Define curriculum and its features.	FY2018	RIDE LEAs
Identify the guard rails to establish consistent curriculum while maintaining local flexibility.	FY2018	RIDE LEAs
Socialize curriculum definitions with LEAs and Prep Programs.	FY2018	RIDE LEAs Prep Programs
Develop curriculum toolkits, prepare educator cadre, and pilot.	FY2018	RIDE Representatives from the Field
Offer mini grants to LEAs to review curriculum .	FY2019+	RIDE LEAs

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Strategy 2

High Quality Materials and Plans for Successful Implementation

Action	Timeline	Partners
Develop rubric for material review process to "plan for success" and share purpose and process with the field.	FY2018	RIDE Representatives from the Field
Develop LEA tool kit to identify implementation considerations necessary to use high quality materials with fidelity.	FY2018	RIDE Representatives from the Field
Create a *Teaching and Learning* website page to host materials reviews and post "trusted reviews."	FY2018	RIDE
Implement process to review materials widely used in RI LEAs or for LEAs to use independently.	FY2019+	RIDE Educator Review Team

Strategy 3(a)

Purposeful and Sustained Professional Learning Policies

Action	Timeline	Partners
Develop RI definitions and standards for professional learning systems.	FY2018	RIDE LEAs Higher Ed
Establish professional learning as the basis for certification progression and renewal.	FY2018	RIDE LEAs
Establish Beginning Teacher and Principal Model Program Standards.	FY2019+	RIDE LEAs Higher Ed
Review evaluation system guidance to align professional goals with related expectations.	FY2019+	RIDE LEAs

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Strategy 3(b)

Action	Timeline	Partners
LEA development of leader roles and PL systems.	FY2018+	RIDE LEAs
Develop toolkits to provide models of high quality professional learning systems.	FY2018+	RIDE LEAs
Develop walkthrough models, provide observation and feedback training.	FY 2018+	RIDE LEAs
Create structures so that LEAs can more easily partner on high quality professional learning.	FY2018+	TBD
Create a system to prepare and support instructional coaches.	FY2018+	RIDE LEAs
Require LEA and Higher Education/Prep Program partnerships for relevant RIDE mini-grant opportunities.	FY2018+	RIDE LEAs Higher Ed

Purposeful and Sustained Professional Learning Supports to LEAs

Strategy 4

Establish a culture of continuous improvement

Action	Timeline	Partners
Align school and LEA improvement planning to the Consolidated Resource Plan and accountability metrics.	FY2018	RIDE
Develop culture, practices and protocols that support continuous improvement.	FY2019+	RIDE LEAs Higher Ed
Identify places that have demonstrated strong practices in place to highlight and share.	FY2019+	LEAs Higher Ed
Intentionally support the use of continuous improvement of practices and protocols in schools identified for improvement.	FY2019+	LEAs Schools w/ RIDE support

Strategy 5

Support current leaders and identify teacher leadership roles for shared leadership

Action	Timeline	Partners
Create leadership competencies for all levels of leadership: central office, principals and teachers.	FY2018	RIDE Leadership Advisory Group Business Partners
Offer toolkits and models of shared leadership to districts and schools.	FY2019+	RIDE LEAs Higher Ed
Help identify policies and practices that support shared leadership models.	FY2019+	LEAs Higher Ed
Remove teacher leadership barriers.	FY2019+	LEAs Schools w/ RIDE support
Provide high quality leadership training.	FY2018+	RIDE Higher Ed Business

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Thank you!